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ABSTRACT

This publication presents the National Adult Literacy Goals and Action Plans developed at the Fourth National Adult Literacy Congress. The goals and action plans are intended for use in national, state, and local initiatives to support adult students as they become part of the solution to the illiteracy problem in the United States. A list of the 10 goals appears first. Each goal is then matched with a number of national, state, and local steps in an action plan to achieve it as well as measures for evaluating the effectiveness of each plan. The goals are as follows: leadership; literacy and jobs; mandatory literacy in prisons, employment, and welfare; literacy and the family; the transition from basic skills; quality literacy programs; moving us forward: public awareness and funding; support services to new readers; voting rights and citizenship responsibilities; and English as a Second Language. A summary version is attached. It contains the 10 goals, each followed by an abbreviated action plan. (YLB)

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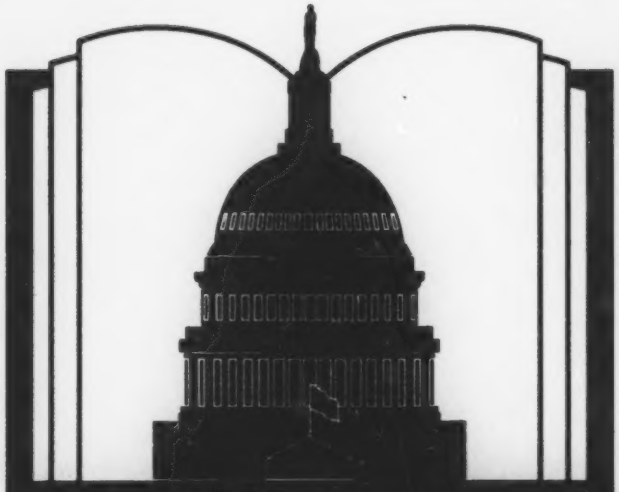
Goals and Action Plans

Source Notes



NATIONAL ADULT LITERACY CONGRESS

Leadership in Action

SEPTEMBER 17 - 20, 1993

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NATIONAL ADULT LITERACY GOALS AND ACTION PLANS

Source Notes from the
Fourth National Adult Literacy Congress

September 17 - 20, 1993

"I applaud your innovative efforts to combat illiteracy from the perspective of a new reader."

- President Clinton, September 17, 1993

The National Adult Literacy Goals and Action Plans were developed at the Fourth National Adult Literacy Congress, which was held in the Washington, D.C. area. This is the only national conference on literacy issues for adult learners.

Chosen by literacy organizations in each state because of their leadership abilities, 117 new reader and 48 practitioner delegates created this national agenda for improvement of the adult literacy movement. The ten issues discussed were from "Proclamations from Adult New Readers," the official document from the Second National Adult Literacy Congress which was held in September 1989.

The goals and action plans presented here are developed from a unique and very important perspective — that of new reader leaders and literacy practitioners working together. All of the delegates in each of the ten groups determined the goal(s) for that issue. Within each group, the delegates then divided into smaller groups and developed action plans that would help them to achieve the national goal(s). The national goals were officially presented at a Town Meeting held at the Dirksen Senate Office Building on Capitol Hill on September 20, 1993.

Since the national goals and action plans were developed during a one-day brainstorming and planning session, the participants did not have an opportunity to refine their thoughts. These "source notes" are to be used

over

Continued from page 1

for national, state, and local initiatives to support adult students as they become part of the solution in solving the illiteracy problem in the United States.

Delegates from the Fourth National Adult Literacy Congress are already using these source notes. In another planning session during the Student Congress, they worked in their state delegations to begin developing action plans for their own states. This work is continuing in their respective states.

In addition to this original document of the National Adult Literacy Goals and Action Plans, a summary version is also available. It has been sent to a wide range of literacy policy-makers by the National Institute for Literacy.

Sponsoring organizations of the Fourth National Adult Literacy Congress were: Laubach Literacy Action, Literacy Volunteers of America, Inc., National Coalition for Literacy, National Council of State Directors of Adult Education, and Prince George's County Memorial Library.

Additional copies of this original document and the summary version are available for $2.00 each. Make checks payable to Laubach Literacy Action. Send requests to:

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Goals from the Fourth National Adult Literacy Congress

Leadership

By September of 1995, adult learners in literacy programs, at all levels, will challenge and inspire at least ten percent of adult learners to plan and participate in their organizations.

Literacy and Jobs

To ensure a more literate workforce, we recommend that by 1996 the federal government provide tax credits to employers to offset the cost for providing educational programs, or access to such programs, so that all employees can be competent in using printed, numerical, and written information.

Mandatory Literacy in Prisons, Employment and Welfare

By the year 2000, provide substantially more educational programs — basic, life skills, and job training — for incarcerated adults, welfare recipients, and employees that will enhance their quality of life, productivity, and self-esteem.

Literacy and the Family

Increase state collaboration by the year 2000 among existing family literacy programs to improve their capacity to serve families.

The Transition from Basic Skills

Develop, within two years, national legislation to provide a grant or loan program for adult literacy students to move from basic skills to further education or job training.

Quality Literacy Programs

A quality literacy program will help each student state his/her needs and goals, and break them down into achievable steps upon entering the program. The program will support the progress of the student and get ongoing feedback from the student at least every six months.

Moving Us Forward: Public Awareness and Funding

New readers will form partnerships at the national, state, and local levels with providers, businesses, media, government, and community-based organizations to increase public awareness and funding by 1995.

Support Services to New Readers

Increase student involvement in opportunities for the development of skills that lead to self-sufficiency by 1995.

Voting Rights and Citizenship Responsibilities

Promote active participation in the political process at all levels.

English as a Second Language

More autonomy should be given to state, local, and community-based program administrators in the distribution and expenditure of federal funds.

We recognize that the monies mandated by the National Literacy Act have been insufficient to accomplish the Act's goals. We therefore recommend that funding be increased adequately for volunteer literacy, adult basic education, and other community-based programs to include tutor/teacher training, student assessment, and program evaluation.

We recognize that adults who aren't literate in their native language encounter great difficulty in achieving English literacy. Therefore, we recommend that ESL students and other bilingual volunteers be utilized to provide literacy tutoring in their native languages to facilitate the acquisition of English skills and to strengthen existing ESL resources.

LEADERSHIP

GOAL:

By September of 1995, adult learners in literacy programs, at all levels, will challenge and inspire at least ten percent of adult learners to plan and participate in their organizations.

ACTION PLAN A —

National, State, and Local Steps: Form a learner planning team.

Evaluation: The team is in place, has planned something, and more people are involved.

National, State, and Local Steps: Recognize successful projects and use those as a way to develop new projects.

Evaluation: One or more new projects held during the year.

National, State, and Local Steps: Each one teach one; leader trains other leader.

Evaluation: At least ten percent of learners involved at the end of the period.

National, State, and Local Steps: Send learners to conferences: raise money, provide transportation and child care.

Evaluation: Have enough money to send people to conferences; more people going to conferences; more people at conferences than last year.

National, State, and Local Steps: Establish a speakers bureau.

Evaluation: Speakers bureau of at least three adult learners.

Local Step: Have different activities for different students to get everyone involved.

Evaluation: More than one function or project that learners can attend.

Step: Get students involved and talking about how they are involved.

Evaluation: More students learning and speaking out.

ACTION PLAN B —

Step: Student Support: obtain facilitator, assist with meeting places, gather speakers, network for new learners, prepare/assist in newsletter, hold monthly/semi-monthly meetings, provide for special events, provide "goodies" for appreciated members, survey members for interest.

Evaluation: Record number of members attending meeting, get phone numbers, surveys.

Step: Board representation: elect/appoint new reader, liaison between board and new reader, provide board with learner activities/requests, provide learners with board newsletter and events.

Evaluation: Number of student representatives on the board.

Step: New learner speakers: coordinate with local literacy groups for speaking engagements, coach speakers for content.

Evaluation: Literacy groups retain information on number of speeches given.

Step: Board support: recognize new readers at special ceremony; provide funding for picnics, parties, and other events; provide telephone support.

Evaluation: Number of new readers recognized at events.

ACTION PLAN C —

Local Step: Contact program manager to get their help setting up meetings with students.

Evaluation: Put response cards in letter to program manager.

Local Step: Meet with student groups to talk about National Adult Literacy Congress and encourage them to become involved.

Evaluation: Count meetings, keep records of numbers attending, places, how many come, and topics.

Local Step: Encourage involvement by setting expectations of coming to support group, sending newsletters, having special speakers come to support group.

Evaluation: Attendance goes up; what people say they liked.

Local Step: Recognize students with dictionaries, certificates, picnics, door prizes; involve families.

Evaluation: Keep records; once a year do recognition event, invite everybody and their families.

State Step: Begin to take new student leaders to workshops and conferences.

Evaluation: Keep records, watch new faces, compare with what we're doing now.

National and State Steps: Give new student leaders opportunities to speak publicly, meet famous people.

Evaluation: Keep records, compare new people with what we're doing now.

State Step: Raise funds to send new readers to workshops and National Adult Literacy Congresses.

Evaluation: Able to send more people; money is greater than now.

LITERACY AND JOBS

GOAL:

To ensure a more literate workforce, we recommend that by 1996 the federal government provide tax credits to employers to offset the cost for providing educational programs, or access to such programs, so that all employees can be competent in using printed, numerical, and written information.

ACTION PLAN —

Step: Provide hotlines for student referral and support.

National and Local Steps: Share success stories of new readers and employers who have provided educational programs.

Step: Build partnerships between employers and literacy providers.

Step: Respect the privacy of students who seek help.

Step: Assure voluntary participation in educational programs.

Step: Provide opportunities for learning through group instruction, peer tutoring, or one-to-one tutoring.

Step: Recognize that everyone learns at a different rate so that "time allowances" are provided.

Overall Evaluation: How many tax credits are being utilized by 1996.

MANDATORY LITERACY IN PRISONS, EMPLOYMENT AND WELFARE

GOAL:

By the year 2000, provide substantially more educational programs—basic, life skills, and job training—for incarcerated adults, welfare recipients, and employees that will enhance their quality of life, productivity, and self-esteem.

ACTION PLAN A —

Step: Offer all inmates, at the time of intake, at all institutes of incarceration the opportunity to enroll in educational programs.

Evaluation: A signed agreement by the inmate stating that he/she desires to participate.

Step: Explain by way of videos, verbal, and written material what can be offered.

Evaluation: Videos and other materials would be provided by the overseeing educational center.

Step: Conduct all educational programs with qualified personnel, not only qualified in matters of education but also knowledgeable in the emotional and psychological problems that befall inmates.

Evaluation: Training and screening of potential instructors would be undertaken by the overseeing educational center.

Step: Funding for these services should be provided by state and local taxes.

Evaluation: Petition and show documented proof that the process works.

Step: Increase public awareness that rehabilitation is going on in these institutions.

Evaluation: Newspaper articles, public speaking, and any other media coverage.

Step: Make opportunities available for the inmate to go as far as he/she desires to obtain recognized credentials, such as GED/high school diploma.

Evaluation: All recognized standardized testing and progress sheets undertaken on behalf of the student.

Step: Make federal and state funding available for inmates to pay for their courses above the GED level. *(Note: This makes continuance of financial programs, such as the Pell Grant, a mandatory right for all inmates.)*

Evaluation: Petition for the rights of the inmate. *(Note: It has been statistically proven that the chance of recidivism for an educated inmate is much lower than for one who is not educated.)*

ACTION PLAN B —

Step: Educate employers to existing or potential workplace problems and programs available.

Evaluation: Employee productivity.

Step: Consult with employers concerning Literacy Task Analysis, funding, and incentives.

Evaluation: Increase in academic skills of employee.

Step: Conduct the Literacy Task Analysis.

Evaluation: Quality control of products.

Step: Assess employees to identify literacy needs.

Evaluation: Safety.

Step: Implement necessary instructional programs whether on-site or referral to off-site programs.

Evaluation: Attitude: attendance, pride, tardiness, quality of life.

Step: Evaluate outcomes.

Evaluation: Economic growth for employer and employee; advancement of employee and company.

ACTION PLAN C —

Step: Provide welfare recipients with basic education skills—reading, writing, math, spelling, and problem solving—by providing classes, tutoring, home tapes, and television programming.

Evaluation: Each state will report annually to the state/federal government.

Step: Provide funding for child care while recipients are in an educational or training program.

Evaluation: Social welfare agencies will document funding.

Step: Provide transportation for recipients to and from school and/or training.

Evaluation: Social welfare agencies will document transportation provided to recipients.

Step: Provide academic testing upon entry to program and periodically; those not progressing will be given learning disability tests or IQ tests.

Evaluation: Educational programs will verify testing with an annual report.

Step: Provide benefits for recipients as long as they continue in a program and make progress.

Evaluation: Programs will verify attendance; post-testing and student portfolios will document progress.

Step: Provide benefits for 90 days after receiving a job.

Evaluation: Employer will verify employment; social welfare agency will provide funding documentation.

LITERACY AND THE FAMILY

GOAL:

Increase state collaboration by the year 2000 among existing family literacy programs to improve their capacity to serve families.

ACTION PLAN A —

State Step: Develop a questionnaire, send it to family literacy programs, tabulate and combine results for a one year period.

Evaluation: Results will be tabulated and distributed to all participants.

State and Local Steps: Sponsor family literacy agency programs together; initiate six months after above questionnaire is finished.

Evaluation: Each agency involved will report on what activities have been organized.

Local Step: Establish a "new reader event" phone line to provide information about family literacy programs; to be done by 20 months after beginning.

Evaluation: The event line will be working when someone calls the number.

State and Local Steps: Newspaper will print information and stories at our reading levels; to begin same time as "event line."

Evaluation: Articles will be visible in the paper.

Local Step: Schools should supply material on adult reader information; begin one year after "event line" starts.

Evaluation: Schools will be provided with materials; new readers will distribute materials in classrooms.

State and Local Steps: Agencies in town/state/county will meet on regular basis; to begin after questionnaire is finished.

Evaluation: Calendar of meetings will be available.

National Step: Every school board will have a new reader three years after beginning action plan.

Evaluation: Names of new readers on school boards will be listed.

Local Step: Begin child care for full-time students 3 1/2 years after beginning action plan.

Evaluation: Arrangements will be in place for child care.

State and Local Steps: Establish a vocational/technical school for new readers within five years.

Evaluation: Vocational/technical classes/school will be in operation.

State and Local Steps: Make full-time classes available within 5 1/2 years.

Evaluation: Schedule of classes will be printed.

ACTION PLAN B —

National, State and Local Steps: Inform state/local literacy coalitions of our collaborative effort; take goal/action planning process to own state coalition; draft National Adult Literacy Congress letter of support to state and local family literacy programs.

Evaluation: Report with letter of intent to National Adult Literacy Congress; take goal statement to literacy coalition by January 1, 1994.

Local Step: Find family literacy resources available within local area.

Evaluation: Compile a list and description of agencies by March 1, 1994.

State and Local Steps: "Piggyback" with other local programs in the area and in the state.

Evaluation: National Adult Literacy Congress representatives distribute list and description of resources by April 1, 1994, to the public and other agencies in the state.

State Step: Relate to legislators what we already have available, what has made a difference, and how we can spend these resources to make positive impact on families; thank them for what they have done.

Evaluation: National Adult Literacy Congress representatives will report on communications by September 1994.

State and Local Steps: Install new readers on coalition board within own state.

Evaluation: By January 1994 send list to National Adult Literacy Congress.

National, State and Local Steps: Have new readers in each state present proclamation to state and U.S. legislators at same set time: September 8, 1995, International Literacy Day.

Evaluation: By September 8, 1995, have each state send a press release to media and National Adult Literacy Congress.

National and State Steps: Exchange state family literacy programs at National Adult Literacy Congress; evaluate programs.

Evaluation: At National Adult Literacy Congress, September 1995, state on registration: "Bring family literacy information with you." Closing: National Adult Literacy Congress will send reminders when deadlines are past. *(Note: We believe, in order for this to happen, this should be a national collaborative effort.)*

ACTION PLAN C —

National, State and Local Steps: Determine existence of family literacy programs; develop a survey form; distribute survey through local, state, and national literacy programs and family related agencies (churches).

Evaluation: Receive all responses from survey.

National, State and Local Steps: Develop visual technology and media exposure and locate funding: locate available video services; contact newspaper syndicate with new reader column idea; collect list of potential new reader writers.

Evaluation: Have lists of visual technology dealing with new reader issues; when someone has made the contact with a newspaper syndicate about the column; when we've compiled a list of new reader writers willing to contribute material.

State and Local Steps: Inform new reader support groups of family literacy services.

Evaluation: All known support groups have been informed of existing family literacy services.

State and Local Steps: Mandatory assessment of agency clientele regarding reading abilities.

Evaluation: Reports of mandatory assessment are received.

National, State and Local Steps: Business/industry acknowledge new reader needs/ problems; new reader advocates and representatives of local, state and national levels work closer with business.

Evaluation: New readers' problems/needs are addressed and companies have new reader advocates.

THE TRANSITION FROM BASIC SKILLS

GOAL:

Develop, within two years, national legislation to provide a grant or loan program for adult literacy students to move from basic skills to further education or job training.

ACTION PLAN A —

State Step: Notify legislator; let him/her know the goals and concerns in reference to adult literacy.

ACTION PLAN B —

Local Step: Share with new readers in own area.

Evaluation: Keep list to see how many attend.

Local Step: Share with outside supporters the grant idea in our area.

Evaluation: Keep list of firms and organizations contacted.

State Step: New readers share and network together state-wide by workshops, writing letters to government, and petition signing.

Evaluation: Contact state support groups to find out if a plan has been implemented.

State Step: Share state-to-state by phone, conferences, and workshops for new readers.

National Step: Organize national lobby groups of new readers for literacy goals.

ACTION PLAN C —

Step: National Adult Literacy Congress will recommend that delegates form a task force to do needs assessment.

Step: Task force committee will gather this information and make a proposal to the legislature.

Step: Lobby each state.

Step: Find a legislative sponsor.

Step: Contact Barbara Bush for names of support people. *(Note: Above steps could happen within one year.)*

Evaluation: Milestones or benchmarks—each state will have a task force and then send to the national organization: 9 months—data will be collected; 6 months—report will be written; 3 months—report sent back to states for fine tuning; last 6 months—make revisions for final approval.

QUALITY LITERACY PROGRAMS

GOAL:

A quality literacy program will help each student state his/her needs and goals, and break them down into achievable steps upon entering the program. The program will support the progress of the student, and get ongoing feedback from the student at least every six months.

ACTION PLAN A —

Step: Provide specific training for tutors and students: give tutors knowledge of individual differences and materials available; staff development; student information centers (videos, material); student orientation with paid staff member who is former student (program information, steps for entry, funding, support group).

Step: Provide ongoing specific case management for individuals: portfolios for each student to be redefined every six months by student and tutor; specify person to do this (help find needs and goals); define short-term and long-term goals.

ACTION PLAN B —

Step: Welcome and orient student to the program; discuss program (what, how, who, where).

Evaluation: Tutor and student continue participation in program.

Step: Assess and ensure student is placed in appropriate setting.

Evaluation: Student stays in program and gives positive feedback.

Step: Provide tutors with adequate training to ensure student progress and periodic feedback.

Evaluation: Student progresses and has heightened self-esteem.

Step: Train tutors to identify the possibilities of vision, hearing, and learning disability problems and solutions.

Evaluation: Tutor communicates problems to program managers.

Step: Make student support activities available, such as student support groups, small group instruction, in-service trainings, newsletters, local and national student conferences, telephone contact (from agency, not tutor), and preparation for transition to the next step in learning.

Evaluation: Interest, retention of student, student involvement in activities.

ACTION PLAN C —

Local Step: Needs and goals of students: recruit, train, offer ongoing support for tutors who are sensitive to the needs and goals of students; encourage sensitivity of tutors for students (individual/cultural awareness); help tutor become aware of possible learning disabilities; help tutor find/develop materials appropriate to student's needs; teach flexible approaches to teaching; train tutor to provide comfortable, trusting environment for student to give feedback about progress toward goals; train tutor in developing goals and action plans with students.

State Step: Network with State Literacy Resource Centers to strengthen tutor training, student progress, and ongoing assessment.

Local Step: Include students in tutor and student recruitment to ensure a student-centered program.

Local Step: Provide student support groups—to discuss social and personal issues (i.e., homemakers becoming independent, husbands feeling intimidated, etc.); to encourage life-long learning, students read books together outside tutor-student sessions; to motivate one another to keep on working/make progress; to plan activities for students and tutors to have fun, socialize, share; to discuss/solve personal, tutor/student, or program problems.

Local Step: Provide on-going feedback by offering ways to increase self-esteem/self-confidence: offer means for publishing student writing, anecdotes, acknowledgments, etc.; offer time for tutor and student together to reassess goals and action plans; involve student in program evaluation.

Evaluation:

Local level—Each literacy program will do a self-assessment once a year, with participation from tutor, student, administrative staff, and the community (board).

State level—Programs will connect with the State Literacy Resource Center.

National level—Accomplished through LLA/LVA annual reports.

(Note: We hope that the quality program recommendations will be taken to the national organizations for inclusion in annual reports, so there won't be duplication of efforts or additional work for those programs who already do yearly evaluations.)

MOVING US FORWARD: PUBLIC AWARENESS AND FUNDING

GOAL:

New readers will form partnerships at the national, state, and local levels with providers, businesses, media, government, and community-based organizations to increase public awareness and funding by 1995.

ACTION PLAN A —

National, State and Local Steps: Produce, distribute, and air PSAs on TV, radio, and newspapers.

Evaluation: Copies of PSAs, listing of media, dates, and times of airing.

National, State and Local Steps: Lobby national, state, and local officials for funding for support services and public awareness.

Evaluation: Report on meetings and evidence of increased funding.

National, State and Local Steps: Develop public relations plan with schools, businesses, libraries, national/state/local community-based organizations.

Evaluation: Document meetings with organizations; increased invitations to speak and referrals from agencies.

National, State and Local Steps: New readers participate on national and local talk shows.

Evaluation: Tapes of shows and responses from audiences.

National, State and Local Steps: Invite national, state, and local offices to participate in literacy events.

Evaluation: Invitations; document attendance.

State Step: Initiate adult literacy student congresses in each state.

Evaluation: Document congresses in states.

State and Local Steps: Network with other literacy councils and providers.

Evaluation: Document communication and meetings.

State and Local Steps: Establish fund-raisers, including telethons, spelling bees, balls, walk-a-thons, bike-a-thons, and read-a-thons.

Evaluation: Document fund-raisers.

National Step: Hold National Adult Literacy Congresses on bi-annual basis in state capitals, moving from state to state with press from each state capital represented.

Evaluation: Document location of National Adult Literacy Congresses.

ACTION PLAN B —

National, State and Local Steps: Conduct simultaneous media public relations involving PBS, TV, radio, newspaper, cable, movies (PSAs, commercials, interviews, talk shows).

Evaluation: Visible; increased program enrollment; increased "hotline" statistics.

State and Local Steps: Identify literacy supporters in the U.S. Congress; develop spokesperson; each delegate sets up contact with local and state representatives.

Evaluation: Names, reports, and meeting minutes.

National and Local Steps: Establish national academy with new reader membership and outside advertisers/consultants as needed, elected board of directors (structure similar to Alcoholics Anonymous).

Evaluation: Establishment itself; number of members enrolled; government funding.

National, State and Local Steps: Find well-recognized national corporation to adopt adult literacy, market it, and contribute money, tutors, volunteers, space, resources (i.e., AT&T, Sears, McDonald's).

Evaluation: Increased funds and visibility.

National, State and Local Steps: Publicize/highlight July 2 as National Literacy Day; increase awareness and seek donations; be armed with information, referrals, and "messages" for President, governors, legislatures, and legislators.

National, State and Local Steps: Actively schedule speakers' bureau.

National, State and Local Steps: Establish National Literacy Fund (such as Combined Federal Campaign).

Local Step: Establish union partnerships: tutoring, support services.

Step: Declare Literacy "Day" (once per week or per month).

ACTION PLAN C —

National, State and Local Steps: Arrange media coverage.

Evaluation: Amount of media coverage obtained.

National, State and Local Steps: Set up speakers' bureau.

Evaluation: Press clips and articles; more awareness of the literacy effort.

National, State and Local Steps: Create partnerships with literacy providers and education agencies.

Evaluation: Active participation of readers, providers, and education agencies.

National, State and Local Steps: Start fund-raising efforts.

Evaluation: More funds received.

SUPPORT SERVICES TO NEW READERS

GOAL:

Increase student involvement in opportunities for the development of skills that lead to self-sufficiency by 1995.

ACTION PLAN A —

National, State, and Local Steps: Involve students in student support groups and board level positions in local, state and national literacy organizations by 1995.

Evaluation: Local and state student groups, national student group, new readers on all boards of literacy organizations.

ACTION PLAN B —

Step: Student support groups will make use of local resources, including TV, newspapers, speakers' bureaus, flyers and pamphlets, public relations firms, and workshops. They will use these resources to increase awareness and participation of private citizens, agencies, workplaces, government and institutions in providing students with support systems (such as child care, transportation, workplace incentives, information and referrals, and book collections) *(Note: These support systems will help students succeed in their learning program, keep their current jobs, and/or advance in the workplace.)*

Evaluation: Local student support groups will be asked to submit samples of any media products that they use to gain local participation and/or reports of any support services that were increased as a result of their advertisement. (This report would be sent to the National Adult Literacy Congress of 1995.)

ACTION PLAN C —

Step: Increase funding for advancement of new readers: write letters to big corporations explaining our needs and goals; get grants from local, state, and federal governments; have a funding committee.

Step: Increase new reader employment; more paid new readers on staff.

Step: Provide office skills training for new readers; provide more supplies, free books, and own facilities.

Evaluation: Evaluation will take place after the training is in place.

VOTING RIGHTS AND CITIZENSHIP RESPONSIBILITIES

GOAL:
Promote active participation in the political process at all levels

ACTION PLAN A —

Step: Have students ask to have ballots distributed to all tutors of adult new readers; make ballots available to public through advertising.

Step: Encourage students to volunteer to work on local campaigns and run for office.

Step: Ask local providers to get all sides of issues presented on local access television and talk radio and meet with local candidates.

Step: Have students arrange for tutors to help them register to vote or have voter registration at local literacy office; walk students through voting procedures.

Step: Encourage new readers to discuss citizenship rights and responsibility to vote.

Evaluation: Count the number who vote; existence of programs.

ACTION PLAN B —

National, State and Local Steps: Prepare; know your rights, the laws, and responsibilities (example: simplify ballot words).

Evaluation: Attendance at small and large group classes and workshops on voter registration.

National, State and Local Steps: Prepare action plan.

Evaluation: Produce calendar of events.

National, State and Local Steps: Inform/educate: use discussion groups and citizenship classes.

Evaluation: Schedule classes, workshops, and speakers.

National, State, and Local Steps: Motivate: use community leaders and other new readers who can be trusted to spread the word about voting.

Evaluation: List numbers of community leaders and other new readers; allow for each to make a certain number of contacts.

National, State and Local Steps: Take action: register, advocate, vote, and do follow-up.

Evaluation: More voter participation.

ENGLISH AS A SECOND LANGUAGE

Preamble

According to the National Adult Literacy Survey, 25% of the adults who scored in the lowest skill levels were born outside the United States. Most are from countries where English is not the predominant language. Educating these adults, who already constitute 10% of the U.S. labor force, will have a beneficial impact on the U.S. economy.

Without descending into an "English only" mentality, we urge all immigrants to learn English as a necessity for residency in the United States. At the same time, we recognize the freedom of all to continue to respect their unique cultures.

The lack of money, materials, teacher training, time, and a unifom strategy for addressing ESL education impedes many programs' attempts to serve learners effectively and to address the cultural, social, and employment issues learners must deal with in order to succeed in our society.

GOAL:

More autonomy should be given to state, local, and community-based program administrators in the distribution and expenditure of federal funds.

ACTION PLAN A —

Step: Encourage communication among literacy providers and new readers to promote awareness of ESL program needs.

Step: Revise regulations to allow programs to allocate funds in the manner they feel is most effective to meet local needs.

Step: Develop guidelines to evaluate the effectiveness of programs.

GOAL:

We recognize that the monies mandated by the National Literacy Act have been insufficient to accomplish the Act's goals. We therefore recommend that funding be increased adequately for volunteer literacy, adult basic education, and other community-based programs to include tutor/teacher training, student assessment, and program evaluation.

ACTION PLAN B —

Step: Encourage all participants at the National Adult Literacy Congress to establish a network to communicate directly with federal and state legislators and other elected officials on ESL issues.

Step: Educate literacy providers and students about the National Literacy Act for the purpose of ensuring that it is equitably applied.

ACTION PLAN C —

GOAL:

We recognize that adults who aren't literate in their native language encounter great difficulty in achieving English literacy. Therefore, we recommend that ESL students and other bilingual volunteers be utilized to provide literacy tutoring in their native languages to facilitate the acquisition of English skills and to strengthen existing ESL resources.

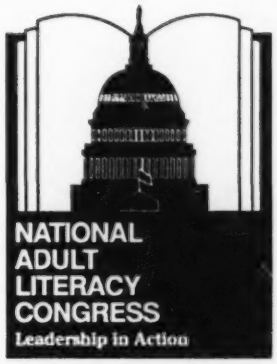
Step: Recruit and train ESL students and other bilingual volunteers to tutor those not literate in their common native language.

Step: Provide educational materials designated to facilitate native language literacy.

Step: Establish at least one pilot program in each state by 1995.

Step: Request that State Literacy Resource Centers make necessary instruction materials available.

Step: Develop guidelines to plan, monitor, and evaluate programs.



NATIONAL ADULT LITERACY GOALS AND ACTION PLANS

Source Notes — Summary

Fourth National Adult Literacy Congress

September 17 - 20, 1993

"I applaud your innovative efforts to combat illiteracy from the perspective of a new reader."

- President Clinton, September 17, 1993

The *National Adult Literacy Goals and Action Plans, Source Notes* were developed at the Fourth National Adult Literacy Congress, which was held in the Washington, D.C. area. This is the only national conference on literacy issues for adult learners.

Chosen by literacy organizations in each state for their leadership abilities, 117 new reader and 48 practitioner delegates created a national agenda to improve the adult literacy movement. The ten issues discussed were from *Proclamations from Adult New Readers*, the official document from the Second National Adult Literacy Congress held in September 1989. The resulting national goals were officially presented during a Town Meeting at the Dirksen Senate Office Building on Capitol Hill on September 20, 1993.

This summary highlights the breadth and richness of goals and action plans developed from a unique and very important perspective—that of new reader leaders and literacy practitioners working together. The goals and action plans are to be used for national, state, and local initiatives to support adult students as they become part of the solution in solving the illiteracy problem in the United States.

In addition to proposing a number of national, state, and local action steps toward achieving each goal, the delegates included measures for evaluating the effectiveness of each plan. These are included in the complete source notes.

Delegates from the Fourth National Adult Literacy Congress are already using the source notes on which this summary is based. In planning sessions during the Student Congress, they worked in their state delegations to begin developing action plans for their own states. This work is continuing in their respective states.

Sponsoring organizations of the Fourth National Adult Literacy Congress were: Laubach Literacy Action, Literacy Volunteers of America, Inc., National Coalition for Literacy, National Council of State Directors of Adult Education, and Prince George's County Memorial Library.

This summary version of the *National Adult Literacy Goals and Actions Plans, Source Notes* is made possible by the National Institute for Literacy.

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Continued from page 1

Additional copies of this summary version and the complete version are available for $2.00 each. Make checks payable to Laubach Literacy Action. Send requests to:

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1320 Jamesville Ave., Box 131
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LEADERSHIP

GOAL:

By September of 1995, adult learners in literacy programs, at all levels, will challenge and inspire at least ten percent of adult learners to plan and participate in their organizations.

ACTION PLAN:

- Form learner-planning team.
- Establish adult learners' speaker's bureau coordinated with local literacy groups for speaking engagements.
- Recognize successful projects and use as models for new projects.
- Increase adult learner representation on local literacy boards.
- Take new student leaders to workshops and conferences.

Accurate record-keeping documenting the number of adult learners participating in these activities is a suggested evaluation procedure.

LITERACY AND JOBS

GOAL:

To ensure a more literate workforce, we recommend that by 1996 the federal government provide tax credits to employers to offset the cost for providing educational programs, or access to such programs, so that all employees can be competent in using printed, numerical, and written information.

ACTION PLAN:

- Provide student referral and support hot lines.
- Encourage employers to respect student privacy.
- Incorporate "time allowances" into literacy programs because everyone learns at a different rate.
- Share new reader/employer success stories.

MANDATORY LITERACY IN PRISONS, EMPLOYMENT, AND WELFARE

GOAL:

By the year 2000, provide substantially more educational programs—basic, life skills, and job training—for incarcerated adults, welfare recipients, and employees that will enhance their quality of life, productivity, and self-esteem.

ACTION PLAN:

- Educate employers to existing or potential workplace problems and identify existing programs to solve those problems.
- Provide welfare recipients with basic education skills—reading, writing, math, spelling, and problem-solving—through classes, tutoring, home tapes, and television programs.
- Fund transportation and child care for welfare recipients in education or training programs.
- Conduct educational programs for incarcerated adults with personnel, qualified in educational matters and knowledgeable in the emotional and psychological problems facing inmates.
- Allow inmates to obtain whatever degrees—from GED High School Equivalency to college certification—they desire.

The delegates recommend that, as part of the evaluation process, social welfare agencies document the funding and each state submits annual reports to the appropriate state/federal agency. Programs verify attendance. Post-testing and reviews of student portfolios will document progress.

LITERACY AND THE FAMILY

GOAL:

Increase state collaboration by the year 2000 among existing family literacy programs to improve their capacity to serve families.

ACTION PLAN:

- Determine existence of family literacy programs by developing survey form that is distributed to local, state, and national literacy programs, and other family-related agencies such as churches.
- Share survey results, including the effectiveness of various approaches and funding recommendations, with legislators.
- Inform state/local literacy coalitions of collaborative efforts.
- Disseminate goal/action planning process to individual state coalitions.

THE TRANSITION FROM BASIC SKILLS

GOAL:

Develop, within two years, national legislation to provide a grant or loan program for adult literacy students to move from basic skills to further education or job training.

ACTION PLAN:

- Form task forces to do needs assessment on a statewide basis.
- Share assessment information through statewide workshops.
- Contact individual legislators with goals and concerns for adult literacy.
- Make proposals to state legislatures.

QUALITY LITERACY PROGRAMS

GOAL:

A quality literacy program will help each student state his/her needs and goals, and break them down into achievable steps upon entering the program. The program will support the progress of the student and get ongoing feedback from the student at least every six months.

ACTION PLAN:

- Train tutors to work with a variety of literacy materials, to identify potential vision, hearing, and learning disability problems, and to provide solutions.
- Continue staff development.
- Form student information centers, including video materials.
- Conduct student orientations using a paid staff member who is a former student.
- Establish student support groups that cover many purposes including discussing social and personal issues (i.e., homemakers becoming independent, husbands feeling intimidated, etc.); encouraging life-long learning students to read together outside tutor-student sessions; motivating one another to keep working; planning student-tutor social activities; and discussing/solving personal, tutor/student, or program problems.

MOVING US FORWARD; PUBLIC AWARENESS AND FUNDING

GOAL:

New readers will form partnerships at the national, state, and local levels with providers, businesses, media, government, and community-based organizations to increase public awareness and funding by 1995.

ACTION PLAN:

- Create partnerships with literacy providers and education agencies.
- Develop public relations plans including speaker's bureaus with schools, businesses, libraries, national/state/local community-based organizations.
- Initiate adult literacy student congresses in each state.

The delegates recognized that a coordinated multi-media approach—TV, radio, newspapers, cable, movies—at local, state, and national levels, is also important. As adult literacy becomes more "visible", the possibility of locating a well-recognized national corporation (i.e., AT&T, Sears, McDonald's) willing to adopt and market adult literacy and/or contribute money, tutors, volunteers, space, and resources, would increase.

Effective evaluation includes cataloging press clips and articles relating to literacy and documenting increased funding as well as increased participation by all literacy stakeholders.

SUPPORT SERVICES TO NEW READERS

GOAL:

Increase student involvement in opportunities for the development of skills that lead to self-sufficiency by 1995.

ACTION PLAN:

- Increase student participation in organizing and running student support groups.
- Increase student involvement at the board level of local, state, and national literacy organizations.
- Increase new reader employment as staff in literacy programs
- Establish support systems such as child care, transportation, workplace incentives, information and referrals, and book collections to ensure student involvement. (*Note: These support systems help students succeed in learning programs, to keep their current jobs, or to advance in the workplace.*)

To evaluate the effectiveness of this step, the delegates proposed counting the number of local, state, and national student groups, as well as the number of new readers on literacy organization boards. Local student support groups should disseminate samples of successful media products and/or support services used to gain local participation.

VOTING RIGHTS AND CITIZENSHIP RESPONSIBILITIES

GOAL:

Promote active participation in the political process at all levels.

ACTION PLAN:

- Distribute ballots to all tutors.
- Make ballots available to general public through advertising.
- Register voters at local literacy offices.
- Arrange for tutors to help students register to vote.
- Establish discussion groups and citizenship classes to inform new readers about their rights and responsibilities, including necessity of voting.

The evaluation process would include tracking the existence of citizenship classes as well as the number who vote.

ENGLISH AS A SECOND LANGUAGE

PREAMBLE:

According to the National Adult Literacy Survey, 25% of the adults who scored in the lowest skill levels were born outside the United States. Most are from countries where English is not the predominant language. Educating these adults, who already constitute 10% of the U.S. labor force, will have a beneficial impact on the U.S. economy.

We urge all immigrants to learn English as a necessity for residency in the United States. At the same time, we recognize the freedom of all to continue to respect their unique cultures.

The lack of money, materials, teacher training, time, and a uniform strategy for addressing ESL education impedes many programs' attempts to serve learners effectively and to address the cultural, social, and employment issues learners must deal with in order to succeed in our society. Therefore, we offer the following:

GOAL:

More autonomy should be given to state, local, and community-based program administrators in the distribution and expenditure of federal funds.

ACTION PLAN:

- Revise regulations allowing programs to allocate funds in the most effective way to meet local needs.
- Increase communication between literacy providers and new readers to promote awareness of ESL program needs.
- Develop guidelines to evaluate program effectiveness.
- Recruit and train ESL students and other bilingual volunteers to tutor those not literate in their common native language, thus facilitating acquisition of English skills and enhancing existing ESL resources.
  (*Note: Adults who are not literate in their native language encounter great difficulty in achieving English literacy.*)

GOAL:

We recognize that the monies mandated by the National Literacy Act have been insufficient to accomplish the Act's goals. We therefore recommend that funding be increased adequately for volunteer literacy, adult basic education, and other community-based programs to include tutor/teacher training, student assessment, and program evaluation.

ACTION PLAN:

- Establish network among National Adult Literacy Congress participants to communicate directly with state and federal legislators and other elected officials on ESL issues.

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